

STAAR Alternate 2 Spring 2020

Grade 3 Reading Essence Statements

STAAR Reporting Category 1	STAAR Reporting Category 2	STAAR Reporting Category 3
<p>Understanding Across Genres: The student will demonstrate an ability to understand a variety of written texts across reading genres.</p>	<p>Understanding and Analysis of Literary Texts: The student will demonstrate an ability to understand and analyze literary texts.</p>	<p>Understanding and Analysis of Informational Texts: The student will demonstrate an ability to understand and analyze informational texts.</p>
<p>Knowledge and Skills Statement (3.4) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. (Readiness and Supporting Standard)</p> <p>Essence Statement Identifies new vocabulary words using a variety of strategies.</p> <hr/> <p>In preparation for the Reading Language Arts assessment to be administered starting in Spring 2022, writing clusters may appear in field test positions of some test forms. The writing clusters assess the following English Language Arts and Reading TEKS that were adopted in 2017:</p> <p>§110.5. English Language Arts and Reading, Grade 3</p> <p>Knowledge and Skills Statement (3.11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions.</p> <p>Essence Statements</p> <ul style="list-style-type: none"> Revises text to clarify and improve meaning. Edits text using correct grammar, punctuation, and word usage. 	<p>Knowledge and Skills Statement (3.5) Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical and contemporary contexts and provide evidence from the text to support their understanding. (Supporting Standard)</p> <p>Essence Statement Identifies themes in fables, legends, myths, or stories.</p> <hr/> <p>Knowledge and Skills Statement (3.8) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. (Readiness Standard)</p> <p>Essence Statement Identifies plot and character interaction in literary texts.</p> <hr/> <p>Knowledge and Skills Statement (3.9) Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and respond by providing evidence from text to support their understanding. (Supporting Standard)</p> <p>Essence Statement Identifies features of literary nonfiction.</p>	<p>Knowledge and Skills Statement (3.13) Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. (Readiness Standard)</p> <p>Essence Statement Identifies the main idea and supporting details in informational texts.</p> <hr/> <p>Knowledge and Skills Statement (3.15) Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. (Supporting Standard)</p> <p>Essence Statement Uses information from graphic features in procedural texts.</p>